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ABSTRACT

This paper reports some findings of a longitudinal study of a group of teachers during their final year of teacher training in 1972 through their first five years of teaching. The two features focused upon as indices of socialization are pupil control ideology and commitment to teaching. The major characteristics that are analyzed are sex, teaching subjects, stability of tenure, original training institution, and commitment to teaching. Subjects of this study were teachers at both the elementary and secondary level. Survey results and the followup interviews conducted appear to support the notion that the first five years of teaching typically consist of an initial year of "reality shock" and four years of consolation, much less traumatic and more professionally satisfying than the first year of teaching. (JD)

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THE FIRST FIVE YEARS OF TEACHING

THEIR EFFECT ON PUPIL CONTROL IDEOLOGY

AND COMMITMENT TO TEACHING

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Paper presented at the American Educational Research Association conference in Boston on April 10th, 1980

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The professional socialization of teachers is generally conceptualized as a series of steps or status passages.[1] Benjamin Wright and Shirley Tuska labelled three such stages as "dream, play and life", referring to career choice, teacher training and beginning teaching.[2] The second and third of these stages are also described as "anticipatory socialization"[3] and "reality shock",[4] respectively. Later stages of socialization into the profession are described by Donald Willower, when he speaks of "the neophyte becoming an old pro over time"[5] and Willard Waller, who claims: "A landmark in one's assimilation into the profession is that moment when one decides that only other teachers are important".[6]

A related method of approach derives from reference group theory.[7] To quote Willard Waller again, "The significant people for a school teacher are other teachers ...."[8] Kelman's three stage theory of social influence processes[9] seems appropriate for viewing the sequentiality of teacher socialization in terms of reference group theory. Kelman argues that aspirants for membership in a social or occupational reference group will initially undergo a process of compliance with, or acceptance of, another person's or group's influence. The aspirant complies either to gain some specific reward or to avoid some specific punishment. The second stage involves the identification with, or adoption of, the opinions of another person or group in order to establish a self-defining relationship with the referent person or group. In Kelman's third stage, internalization, one accepts the opinions of the referent person or group because of congruence with one's own value system; the opinion itself is rewarding and external incentives are unimportant.

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Simpson also uses a reference group theory approach when she hypothesises a three stage process of adult socialization into an occupational role:

> "... first the person shifts his attention from the broad societally derived goals which led him to choose the profession to the goal of proficiency in specific work tasks, ... Second, certain significant others in the work milieu become his reference group. Third, he internalises the values of the occupational group and adopts the behaviour it prescribes."(10)

This paper reports some findings of a longitudinal study of a group of teachers from their final year of teacher training in 1972 through their first five years of teaching. The two features focussed upon as indices of socialization are pupil control ideology and commitment to teaching. The notion of pupil control ideology derives from the work of Willower and his associates[11] at Pennsylvania State University. The attitude measuring instrument they devised, the Pupil Control Ideology (PCI) Form, is described fully in their original monograph,[12] however brief details are included here. The early work on client control ideology was conducted in prisons and mental hospitals[13] where a distinction was made between "custodial" and "humanistic" viewpoints of staff in institutions that were characterised by the facts that, on the one hand, the clients had no choice regarding their attendance, and, on the other hand, the institutions were not free to select their clients.[14] From an original pool of items based upon relevant literature and school experience, the authors decided upon 20 items.[15] Response categories were scored 5, 4, 3, 2, 1 ranging from "Strongly Agree" to "Strongly Disagree". Typical items positive to the custodial viewpoint were: "Pupils should not be permitted to contradict the statements of a teacher in class"; "Pupils often misbehave in order to make the teacher look bad."[16]

Willower[17] has recently reviewed the large number of studies so far undertaken which have related pupil control ideology to various teacher characteristics and school environments. In brief, it would seem that "custodialism" as measured by self-reported responses to the PCI Form is

associated with dogmatism, lack of innovativeness, age, and authoritarianism.[18] Male teachers tend to be more custodial than females[19] and secondary teachers tend to be more custodial than elementary level teachers.[20] There is a probable interaction between sex of teacher and grade level.

"Commitment to teaching", as used in this study is perhaps more truly described as career orientation. The measure used is one employed by Mason[21] in his study of status and career orientation of U.S. beginning teachers, and by Walker[22] in a five year follow-up study of Australian beginning teachers. Respondents are required to specify their future intentions, i.e. whether they intend to continue teaching but move more into administration; whether they intend to stay in the classroom; or, whether they intend to leave teaching in the near future, either permanently or temporarily, and for what reason.

The original sample of trainee teachers involved in the first stage of this longitudinal study comprised 800, about 50%, of those in their final training year (1972) in all of the extant institutions in the state of Victoria, Australia.[23] Approximately 75% of those who could be contacted in 1973, the initial year of teaching experience, responded to a follow-up questionnaire which included measures of pupil control ideology and commitment to teaching.[24] In 1978 a further follow-up study was conducted and responses were obtained from 456 of the original 800, including 358 who had responded to all three surveys (1972, 1973, 1978).

The findings of the 1973 survey[25] supported those of Hoy,[26] who had also used the PCI Form as a proxy measure of teacher socialization, and those of Day[27] and Morrison and McIntyre[28] using other attitude measures. All of these studies supported the phenomenon of a severe "reality shock" phase accompanying the first year of teaching, an attitudinal shift away from the idealism of courses in teacher training, where

humanistic values and tender-mindedness are espoused, towards the realism of school life, demonstrated by the need to adopt custodial and tough-minded attitudes to survive. Waller's[29] classic contention in 1932 that school organizations emphasize the domination of teachers and the subordination of students was echoed by Silbermann in 1970 when he wrote that "the most important characteristic schools share in common is a preoccupation with order and control."[30]

The findings of the 1973 survey and those of Hoy, Day, Morrison and McIntyre are very much in keeping with Kelman's compliance and identification stages. Beginning teachers aspire to membership of the teaching profession. An important subcultural norm of teaching is ability to control a class. A number of studies have reported very strong agreement with the statement "In this school good teaching is equated with good classroom control."[31] Beginning teachers are faced with pressures to adopt, at least outwardly, custodial attitudes by not only their more experienced teaching colleagues but also by their pupils (and their pupils' parents) whose stereotyped notions of teacher behaviour tend to reinforce the "teacher as policeman" image.

One of the most interesting findings of the 1973 study was the dramatic increase in custodialism, as measured by self-reported PCI scores, not only of those teachers whose commitment to teaching had strengthened but also of those whose commitment had considerably weakened during the initial year of teaching experience. Itai Zak, Tel Aviv University, who is conducting a large scale longitudinal study of Israeli beginning teachers, has suggested a psychological explanation for this phenomenon: less stable teachers (i.e. those of high psychological uncertainty about the best course of action to satisfy psychological needs) tend to gravitate towards the custodial end of the PCI Form continuum.[32]

Few longitudinal studies of teacher socialization have been continued for 5 years or longer. Wiseman and Start[33] reported a follow-up study of teachers in England and Walker[34] conducted a five year study of commitment using a group of Australian beginning teachers. Becker[35] and Charters[36] conducted extended analyses of cohorts of beginning teachers; Ortiz[37] recently reviewed studies of mid-career socialization of educational administrators. Hoy's[38] valuable study extended from the year prior to teacher training to the second year of teaching. One of the interesting features of the sample in the present study is that, after 5 years of teaching, the teachers were occupationally "middle-aged", given that the median age of Victorian secondary teachers in 1978 was 28.9 years.[39]

An attempt was made to contact as many as possible of the original sample of 800 teachers during 1978, after the completion of the first five years since their teacher training. Permission was obtained to use official staffing records and details were obtained regarding the careers and last known location of approximately 90% (720) of the original sample. Survey material was sent to the 560 for whom definite mailing addresses were obtained. Usable responses were obtained from 456 (81%), comprising 354 who were actually teaching in secondary schools during 1978 and 102 who were not. Those not teaching in secondary schools in 1978 were classified into two main groups: those on leave (for further study, for illness, for overseas experience, for pregnancy) and those who were not employed or were working in other occupations. The other occupations cited were varied, including real estate agent, insurance salesman, agricultural labour and prawn creel maker (in Scotland), as well as research and teaching in post-secondary education.

In both the teaching and non-teaching groups there were respondents who had completed all three surveys and others who had completed only the 1972 and 1978 surveys. The breakdown of all respondents according to these two factors is shown in Table 1 below:

Table 1: Analysis of 1978 survey respondents

	Teaching in secondary schools during 1978		
	Yes	No	
Completed all three surveys	Group A 278	Group B 80	358
Completed only 1972 and 1978 surveys	Group C 76	Group D 22	98
Total	354	102	456

Characteristics of the total group are discussed in cross-sectional analyses and in comparisons with the 1973 and 1978 survey groups. In the longitudinal analyses reported in the paper only groups A and B are considered, with concentration on group A for examination of the "internalization" phase of teacher socialization. The major characteristics that are analysed in this paper are sex, teaching subjects, stability of tenure, original training institution, and commitment to teaching.

The male/female ratio of all 1978 respondents was 47:53, and of those teaching (groups A and B) it was 51:49. In both cases this represents a considerable movement from the original sample ratios in 1972 of 40:60. An analysis of resignation rates[40] of the 1972 group showed

a higher resignation rate of females in the first three years but a similar rate for both females and males in the fourth and fifth years. In keeping with findings of previous analyses of subjects in this study and with previous PCI research, males (mean PCI of 52.8) reported themselves as more custodial than females (mean PCI of 50.9). When comparative means at all three survey stages were tabulated for group A (see Table 2 below) it seemed clear that the relative change in PCI means over the 3 surveys was much the same for males as females. One reason advanced for the consistent finding in PCI research that secondary male teachers tend to be more custodial than female secondary teachers is in terms of status threat perceived by males in classrooms. The difference between PCI scores of males and females in elementary classroom situations is much less obvious.[42]

Analysis of teaching subjects resulted in similar findings to those observed during the "reality shock" phase. Teachers of sciences and practical subjects in groups A and C (those actually teaching in 1978), (mean PCI score 54.4) were much more custodial than those teaching humanities (mean PCI score 51.1). A very small group (n=4) who had been trained in guidance and counselling but were teaching humanities subjects in 1978 had a much lower mean PCI score, 42.0. An explanation offered elsewhere[42] for this disparity between teachers of science/practical subjects and teachers of humanities subjects is that the former tend to carry out their teaching in situations involving expensive and dangerous equipment (laboratories, gymnasiums, kitchens). There is a greater need for discipline and control for the safety and protection of both pupils and equipment. Longitudinal analysis of group A, based on the slightly different characteristic of subjects taken in teacher training,[43] showed roughly similar socialization patterns for those trained in sciences and practical subjects as for those trained in humanities subjects, although the science

and practical teachers seemed to become increasingly custodial. The few teachers in group A who had been trained in guidance and counselling subjects also experienced the "reality shock" phase then levelled out, but at a lower level than their colleagues. This group is far too small to enable meaningful comparison.

A surprisingly large number of teachers in Group A were at the same school throughout their first five years, almost one in three. Hoy observed a difference between beginning teachers who continued for a second year at their school of initial appointment and those who moved to a new school in their second year of teaching.(44) The more mobile teachers tended to become more custodial than those who did not move, perhaps reflecting a "resocialization" phenomenon. For purposes of analysis in the present study, teachers in group A were categorized according to whether (a) they were still at the same school as in 1973, (b) they had taught in two or more schools over the period 1973-1978, and, (c) they had earlier resigned but now rejoined the teaching service. The results displayed in Table 2 lend some support to the notion that stability of tenure may result in stability of PCI scores. The mean PCI scores of the 91 (32.7%) teachers still at their initial school level out over the 1973-78 period. By contrast, the mean PCI scores of the other two groups increase over this period. The high proportion of teachers displaying stability of tenure (most of the 91 are in fact still at their first school in 1980, 8 years after initial appointment) is probably related at least partly to the lack of promotion opportunities in a situation of teacher over-supply.

A very interesting phenomenon in the data is the persistent influence of original training course/institution. Perhaps this is a result of self-selection in the sense that conservatively minded students probably tend to choose congruent courses while their more radically minded counterparts

also choose courses/institutions not too dissonant with their belief systems. Such an argument is valid to a point, however the fact that a State-wide selection system operates, basically on criteria related to academic excellence, means that there will always be a substantial number of ideological mismatches between institutions and applicants.(45) In the 1972 survey very marked differences in custodialism as measured by the PCI Form were observed.(46) These persisted over the year of initial teaching experience, although the extent of "reality shock" was basically the same for students of all eight institutions.(47) The disparity between groups was highlighted by the fact that the post-experience PCI mean of one group (the most radical institution) was on a par with the pre-experience PCI mean of another group (the most conservative institution). Overall, beginning teachers from both groups experienced a similar degree of "reality shock" in the sense that both group PCI means increased by about 14% over the initial teaching year.

When group means for each institution are compared for 1972, 1973 and 1978 (Table 2) a slightly confusing picture emerges. In the case of four institutions (B, E, F and H) there is a continuing increase in custodialism, The 13% increase in the group mean PCI score for institution H subjects from 1972 to 1973 is followed by an increase of 8.8% from 1973 to 1978, while the very high increase (20.9%) in the group mean PCI of subjects representing institution F from 1972 to 1973 was followed by a 7.5% increase over the period 1973 to 1978.(48) The group means of institutions A, C, D and G more closely fit the pattern of a steep upward trend ("reality shock") followed by a plateau ("internalisation). Further breakdown of institutional groups by sex and teaching subjects provide possible explanations for some of the differential patterns, however sub group numbers resulting from such breakdowns are in most cases too small to permit sensible generalization.

Table 2

Comparison of PCI Scores in 1972, 1973 and 1978 Surveys of 1978 Teaching Respondents, Classified on the Basis of Sex, Mobility, Teacher Training Subjects, Original Training Course/Institution and Expressed Pre-service Commitment to Teaching as a Career

Groups	N	1972 PCI		1973 PCI		1978 PCI		Correlated t-tests		
		Mean	Standard Error	Mean	Standard Error	Mean	Standard Error	1972:73 t	1972:78 t	1973:78 t
Male	143	46.41	0.88	53.07	0.85	53.38	0.83	8.70***	7.40***	0.49
Female	135	44.42	0.75	51.36	0.89	52.02	0.90	10.68***	9.17***	0.85
		F value: 2.92*		F value: 1.24		F value: 1.24				
Still at same school as in 1973	91	45.45	1.03	52.71	0.94	52.59	0.98	7.58***	6.31***	0.09
Taught in 2 or more schools	143	46.04	0.80	52.54	0.87	53.31	0.88	9.67***	8.07***	1.06
Resigned between 1973 77 but rejoined the service	44	43.52	1.50	50.30	1.75	51.05	1.64	3.98***	4.01***	0.75
		F value: 1.04		F value: 0.80		F value: 0.26				
Humanities subjects	141	43.48	0.81	51.21	0.84	50.78	0.86	10.82***	8.50***	0.54
Sciences and practical subjects	133	47.87	0.81	53.58	0.89	53.09	0.84	7.96***	7.61***	1.72
Guidance subjects	4	34.25	3.23	44.00	3.72	42.00	4.02	3.51*	4.31*	0.85
		F value: 10.31***		F value: 3.23**		F value: 8.30***				
Institution A	55	47.16	1.29	53.98	1.36	51.89	1.12	5.12***	3.36***	1.56
B	40	45.50	1.42	50.43	1.40	53.45	1.62	3.98***	4.85***	2.30*
C	48	42.35	1.46	49.56	1.69	47.92	1.69	6.56***	3.84***	1.08
D	48	42.35	1.47	51.08	1.48	50.83	1.45	7.09***	5.62***	0.21
E	37	47.81	1.56	53.35	1.47	56.73	1.56	4.15***	6.11***	2.25*
F	11	43.91	3.61	53.09	3.47	57.09	2.93	2.74*	2.46*	0.91
G	21	51.71	0.87	58.38	1.47	56.86	1.82	4.51***	2.57*	0.73
H	18	45.33	2.14	51.17	2.64	55.67	2.33	3.74**	4.74***	2.23*
		F value 3.42***		F value 2.23**		F value 3.91***				
Strongly committed	147	45.98	0.81	52.54	0.82	52.25	0.85	9.55***	8.06***	0.40
Weakly committed	75	45.43	1.02	52.83	1.16	53.39	1.21	9.04***	6.50***	0.48
Uncommitted	56	44.07	1.42	50.56	1.47	53.04	1.32	4.69***	5.16***	1.60
		F value 0.88		F value: 0.58		F value: 0.25				
Total	278	45.45	0.58	52.24	0.61	52.72	0.61	14.49***	11.57***	0.82

Probability levels for F and t values: *** significant at .001
** significant at .01
* significant at .05

Commitment to teaching continued to be a most interesting, if elusive variable. As reported in earlier publications[49] and commented upon earlier in this paper,[50] change in commitment to teaching, both increasing and decreasing, tends to accompany increasing custodialism. When the three broad categories of "strongly committed", "weakly committed" and "uncommitted" based on expressed pre-service commitment are compared over the three stages of the longitudinal study, it can be seen that, while the majority group (strongly committed) follows the overall pattern of "reality shock" then "plateau", the other two groups tend to increase in custodialism throughout the five year period (see Table 2).

The final section of the analysis to be reported upon here relates change in commitment to teaching with change in PCI scores. In a previous publication[51] the "reality shock" commitment changes were reported in relation to PCI changes. Analyses reported here concentrate upon commitment change over the period 1972 to 1978, that is, from the preservice training stage to that of an established career position after five years of teaching. Given three possible categories at both 1972 and 1978 survey stages there are 9 possible cells for classification of the 278 teaching respondents who responded to all three surveys. These are collapsed into three groups for more useful comparison, i.e. those whose commitment is the same in 1978 as in 1972, those whose commitment has weakened, and, those whose commitment has strengthened.

The largest of the three groups comprises 157 (56.4%) who reported their commitment to be the same in 1978 as they had in 1972. As shown in Table 3 below, the mean PCI of this group followed the overall pattern of considerable increase from 1972 to 1973 then a levelling out from 1973 to 1978. The remaining respondents reported either a strengthening (66, or 23.7%) or a weakening of their commitment to teaching (52, or 18.7%).

Only in the case of the group reporting strengthened commitment is there evidence of a strong pattern of continuing increase in mean PCI scores. Further analysis of the mean scores of the three cells combined to make up this group (i.e. Weak to Strong, Uncommitted to Strong, Uncommitted to Weak) revealed a strong influence of one cell (Uncommitted to Strong) which contained 22 respondents whose mean PCI scores for the three surveys were 47.41, 54.05 and 55.95, much higher than those of the other two cells on each occasion. Although representing only a small number of the total 278 respondents these 22 who reported a very considerable increase in commitment have also reported a continuing increase in custodialism.

Table 3 Comparison of PCI Scores in 1972, 1973 and 1978 of teaching respondents classified on basis of reported change in commitment from 1972 to 1978.

Change in Commitment	N	1972 PCI		1973 PCI		1978 PCI	
		Mean	Standard Error	Mean	Standard Error	Mean	Standard Error
Unchanged	157	46.92	0.77	53.95	0.78	54.46	0.82
Strengthened	66	43.58	1.32	50.08	1.26	51.86	1.11
Weakened	52	43.63	1.00	49.98	1.45	48.88	1.15
Total	278	45.45	0.58	52.24	0.61	52.72	0.61

The main conclusion of this study is that the "reality shock" phase of teacher socialization is the time of most adjustment in terms of attitudes to pupils and to teaching. In general the results indicate a levelling out or consolidation phase after the traumatic first year. During this "plateau" phase those who choose to remain in the teaching profession tend to adjust and "internalize" the appropriate values of the teaching subculture. More detailed analyses of subgroups within the total group reveal some differences which may indicate differential patterns

of socialization. For example, there is some evidence to suggest that those who change schools during the internalization phase may experience some resocialization. There is also a suggested relationship between increasing commitment to teaching and increasing custodialism in attitudes towards pupil control. Some teachers of science/practical subjects have become increasingly custodial despite their increased teaching experience. One alternative explanation for many of the results reported here, especially with relation to commitment to teaching and attitudes towards pupil control, is that there is a "selection" factor operating: those who have opted out of teaching are very likely "different", in terms of commitment and pupil control ideology, from those who have remained in teaching. Despite this potential bias, the results so far analysed, and the follow-up interviews conducted, appear to support the notion that the first five years of the teaching typically consist of an initial year of "reality shock" and four years of consolidation, much less traumatic and much more professionally satisfying than that first year of teaching.

Notes

1. A. van Gennep, Les Rites du Passage (1908), trs. University of California Press, 1960.

2. B.D. Wright and S.A. Tuska, "From Dream to Life in the Psychology of Becoming a Teacher", School Review 76 (1968): 253-93.

3. H.S. Becker and B. Geer, "The fate of idealism in medical school", American Sociological Review 23, (1958): 50-56.

4. E. Hughes, "Institutional office and the person", American Journal of Sociology 63 (1937): 404-413. M. Wagenschein. Reality shock: a study of beginning elementary teachers. Unpublished Master's thesis, University of Chicago. 1959.

5. D.J. Willower, "The Teacher Subculture and Rites of Passage", paper presented at the Annual Meeting of the American Educational Research Association, February 1969 (mimeographed).

6. W. Waller, The sociology of teaching. New York: Wiley, 1932, p.389.

7. A comprehensive book of readings on reference groups is that by H.H. Hyman and E. Singer (eds.). Readings in reference group theory and research. New York: The Free Press, 1968.

8. Waller, op.cit., p.389.

9. H. Kelman, "Compliance, Identification and Internalization: Three Processes of Attitude Change", Journal of Conflict Resolution 2 (1958): 51-60 and "Processes of Opinion Change", Public Opinion Quarterly 25 (1961): 57-78.

10. I.H. Simpson, "Patterns of socialization into professions: the case of student nurses", Sociological Inquiry 37 (1967): 47-54.

11. D.J. Willower and R.G. Jones, "When Pupil Control Becomes an Institutional Theme", Phi Delta Kappan 45 (1963): 107-109.

12. D.J. Willower, T.L. Eidell and W.K. Hoy. The School and Pupil Control Ideology. Penn. State Studies Monograph No. 24. University Park: The Pennsylvania State University, 1967.

13. Especially, D.C. Gilbert and D.J. Levinson, "Custodialism and Humanism in Mental Hospital Structure and Staff Ideology", in The Patient and the Mental Hospital. ed. M.L. Greenblatt, et al., Glencoe, Ill.: Free Press, 1957, and, H. Powelson and R. Bendix, "Psychiatry in Prisons", Psychiatry 14 (1951): 73-86.

14. See the classification of Type IV institutions in B. Clark, The Open Door College: A Case Study. New York: McGraw Hill, 1960, and, R.O. Carlson, "Environmental Constraints and Organizational Consequences: the Public School and Its Clients", in Behavioral Science and Educational Administration. ed. D.E. Griffiths, 63rd Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press, 1966, pp. 262-76.

15. Willower, Eidell and Hoy, op.cit. p.14.

16. Ibid, Appendix

17. D.J. Willower, "Schools and pupil control", in D.A. Erickson (ed.) Educational organization and administration. Berkeley: McCutchan, 1977.

18. Willower, Eidell and Hoy, op.cit.

19. For example, A.R. Helsel, "Status Obeisance and Pupil Control Ideology", Journal of Educational Administration 9 (1971): 38-47; J.T. McArthur, "What Does Teaching do to Teachers?", Educational Administration Quarterly 14, (1978): 89-103.

20. Willower, Eidell and Hoy, op.cit.; Willower, 1977, op.cit; M. Williams, "The Pupil Control Ideology of Public School Personnel and its Relationship to Specified Personal and Situational Variables". (Doctoral dissertation, University of Georgia, 1972).

21. W.S. Mason, The Beginning Teacher: Status and Career Orientations. Washington, D.C.: U.S. Department of Health, Education and Welfare. Final Report, 1961.

22. W.G. Walker, "The Future Occupational Plans of a Sample of Beginning Teachers", Australian Journal of Higher Education 2, (1962).

23. The eight identifiable courses/institutions for secondary teacher training in 1972 have since been rationalized and it would now be more appropriate to consider six distinct secondary teacher training courses.

24. J.T. McArthur, 1978, op.cit.

25. Ibid.

26. W.K. Hoy, "The influence of experience on the beginning teacher", School Review 76 (1968): 312-323; "Pupil Control Ideology and Teacher Socialization. A further examination of the influence of experience on the beginning teacher", School Review 77 (1969): 257-265.

27. H.P. Day, "Attitude Change of Beginning Teachers after Initial Teaching Experience", Journal of Teacher Education 18 (1959): 326-328.

28. A Morrison and D. McIntyre, "Changes in Opinions about Education during the First year of Teaching", British Journal of Social and Clinical Psychology 6 (1967): 161-163.

29. Waller, op.cit.

30. C.E. Silberman, Crisis in the Classroom. New York: Random House, 1970.

31. Hoy, 1968, op.cit.; McArthur, 1978, op.cit.

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35. H.S. Becker, "The career of the Chicago public schoolteacher", American Journal of Sociology. 63 (1957): 470-477.

36. W.W. Charters, "Some factors affecting teacher survival in school districts", American Educational Research Journal 7 (1970): 1-27.

37. F.I. Ortiz, "Midcareer socialization of educational administrators", Review of Educational Research 48 (1978): 121-132.

38. Hoy, 1968, op.cit.; 1969, op.cit.

39. In 1978, Of the 2,930 secondary teachers under the age of 25, 71.3% (2,089) were female. The age group 25 to 29 years comprised 5,541 secondary teachers, 3,060 (55.2%) of whom are female. Only 2,629 (37.9%) of remaining 5,984 secondary teachers who were aged 30 years and above were female.

40. J.T. McArthur, The First Five Years of Teaching, E.R.D.C. Project 1980, 102 pp.

41. Willower, Eidell and Hoy, op.cit.

42. McArthur, 1978, op.cit. p.96.

43. In fact there was little difference when the gross categories used to distinguish between subjects were compared. Only 6 respondents were teaching mostly in subject areas different from those in which they were trained. However, this does not allow for within category movements, for example history specialists teaching junior school geography and social studies.

44. Hoy, 1969, op.cit.

45. For instance, an applicant numbers the choice of courses 1 to 3. Offers of places are made on the basis of academic excellence which will vary according to supply and demand within particular subject areas.

46. J.T. McArthur, Teacher socialization: the influence of initial teaching experience on the pupil control ideology of beginning secondary teachers. Unpublished doctoral dissertation, Monash University, 1975.

47. Ibid.; in most cases about 13-14% increase towards the custodial end of the PCI continuum.

48. McArthur, 1980, op.cit.

49. McArthur, 1978, op.cit; J.T. McArthur, "Teacher Socialization: The first five years", The Alberta Journal of Educational Research, 25 (1979): 264-274.

50. McArthur, 1978, op.cit.

51. See above, note 32.